



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

in nature study, in the making of notebooks and models; in manual training, in making painting-boards, and in making bean-bags for the gymnasium. Thus, through their interest in the construction and completion of an object requiring mathematical calculation, the children are constantly becoming familiar with the units of measurement—inch, foot, and yard—and with the processes of addition, subtraction, multiplication, partition, and division. They also become acquainted with the use of fractions.

*Reading.*—The different groups will make reading from their notes made on field trips, comparing notes in this way. They will read also from different books when they wish to gain information for use in their work. They also will read simple stories and fables.

*Writing and spelling.*—Each child will construct a simple dictionary, adding words when necessary. He will make records and take notes on field trips. When a child cannot spell, a small folding blackboard will be used for visualizing when on field trips. Constant care will be exercised to have all written work done freely and in good form.

*Language.*—The constant use of written work enables the child to discover the use and learn the name of period, comma, interrogation point, etc. Correct expressions and forms will unconsciously be learned through oral and written work.

*Art.*—Records will be made in drawing and painting of the landscape, of farm animals, and of fruits. A constant use of clay will be necessary in making dishes and in modeling animals.

*Industrial art.*—Each child will make his own dust-cloth and bag for field trips. The children of the first and second grades are to make the bean-bags to be used in the gymnasium.

*Dramatic art.*—The dramatization and impersonating of stories, poems, and songs: "Milkweed Babies," "The Squirrel," "The Motherless Turkeys," and "The Bee."

*Music.*—During October and November the children will learn the songs for the general morning exercises and the Thanksgiving songs; also, "The Morning Sun," "Morning Greeting," "Morning Hymn," "Milkweed Babies," "The Squirrel and the Bee," "The Leaves' Party," "The Brown Birds."

*Manual training.*—Each child will make a painting-board and begin his Christmas gift.

*Physical training.*—See outline on "Physical Training" for primary grade.

## SECOND AND THIRD GRADES.

(FRANCIS W. PARKER SCHOOL.)

OUTLINE FOR OCTOBER AND NOVEMBER.

JENNIE HALL.

THE purpose of the work in these grades for this year will be primarily to help the children to connect themselves consciously

with certain great social functions around them, and to make them grow into the habit of true social action. A second purpose, which is not entirely distinct from the first, is to bring about a fuller acquaintanceship with the natural, physical world.

In pursuance of these aims, we shall study a few typical industries, to be chosen as the interests and powers of the children become manifest. We shall ourselves work, and visit the shops of prominent workers; we shall study certain natural objects and phenomena that are of interest to the children—for instance, the animals in Lincoln Park, birds, the lake, the weather, the growth of plants by means of a garden.

During October and November we shall study the farm in relation to the harvest and Thanksgiving time. Through visits, pictures, and reading we shall learn how the farm appears now, and what activities are being carried on there. We shall practice such of these industries as the children may choose. We shall probably preserve meats and fruits, and, possibly, convert grains into flour, for a Thanksgiving or Christmas dinner. For the Thanksgiving exercises we shall make and play a little drama founded on this work. It is hoped that the seventh grade can give us the results of their study of the grazing industry, to be used in connection with our preserving of meats, and that the ninth grade can do the same for our milling of grains. Our study of the farm will be the basis of the work in geography.

We shall visit South Water street to see how our foods are distributed. We shall find how produce is brought there, by visiting railroad yards and examining poultry cars, refrigerator cars, box cars; by visiting docks, and making a study of ships and harbor arrangements. We shall make cars and boats in the manual-training shop. Each child will choose which he shall make. This study of transportation will be our work in history.

The literature will be the story of Ulysses, told by the teacher and supplemented with reading lessons, frequent drawing and painting, and with dramatization by the children. Besides this, bits of poetry—for instance, "Mother Goose" rhymes and Stevenson's verses—will be read in connection with the other subjects of study, or for the play interest only.

The children will stock an aquarium and study the habits of the animals. They will watch the weather and the state of plants out of doors, and keep record of certain conditions. Frequent excursions will be made to the Lincoln Park zoo for a study of the animals in order to make paintings of them and to model them in clay. This will constitute the work in science and clay-modeling.

The first thing that needs to be made in the sloyd shop by every child is a clay-modeling board. As soon as this is finished, the children will begin work on their Christmas gifts in wood. Gifts will also be made of cloth or cardboard. At present each child is hemming a dust-cloth to use in keeping his desk and chair clean.

Housekeeping committees have been organized, and the care of the room given into their charge. The children will be encouraged to plan and give little parties occasionally, among themselves or to other grades in the school. At these parties there will be plays, games, songs, stories, and, less often, simple spreads.

The reading and writing will be carried on as needed by the children in the study of the subjects outlined. Not a day will pass in which the children shall not write and read; not as mere drill, but to satisfy a natural demand for information or expression, or for pleasure.

Number will be taught through the making of the things already mentioned. The correlated number work will be reinforced, if necessary, with drill, and, occasionally, with number games.

#### FOURTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

#### OUTLINE FOR OCTOBER AND NOVEMBER.

ELSA A. MILLER.

THROUGH the activities they pursued in the three preceding grades, and through their home experiences, the children entering the fourth grade are able to begin the study of city life.